

**SPECIAL EDUCATION PROGRAMS (Part B – IDEA)  
ANNUAL REQUEST  
FOR  
IDEA-B FLOWTHROUGH FUNDS**

**School Year 2006-2007  
State Fiscal Year 2007**

**DISTRICT/COOPERATIVE :** \_\_\_\_\_

**Please check prior to submission:**

- 1) signatures are in place;**
- 2) all items are addressed or marked NA where non-applicable;**
- 3) budget pages are added correctly.**

**Thank you.**

## SECTION ONE-GENERAL INFORMATION

The following information must be completed by each district. If this is a consolidated request, each individual district must complete pages 1 and 2.

1. Enter the official district name. i.e. Madison School District

School District Name: \_\_\_\_\_

2. Enter the school district number. i.e. 39-2

School District Code Number: \_\_\_\_\_

3. Enter the date this request is being prepared for submission.

Date of Request: \_\_\_\_\_

4. Enter the beginning date of this year's project (could reflect the beginning date of the current fiscal year or current school year).

Beginning Date of Project: \_\_\_\_\_

5. Enter the ending of this project. (This could reflect the end of the current fiscal year or the end of the current school year).

Ending Date of Project: \_\_\_\_\_

6. Funding Requested: For Part B = \$\_\_\_\_\_ For 619 = \$\_\_\_\_\_

7. Enter the name and phone number of the person who is directly responsible for the management of this project.

Project Director: \_\_\_\_\_ Contact phone number: \_\_\_\_\_

8. Type of Project:(Check one line only)

☐ New Project ☐ Consolidated Project ☐ Amended Project

Ex: New project will be checked if a single district is making it's annual request.

Ex: Consolidated project will be checked if this request is being submitted jointly by two or more districts. Cooperatives making request for their participating districts would check consolidated project.

Ex: Amended project will be checked only if a change is made following the submission and approval of the initial annual request. (i.e. change in project director, change in the scope or the objectives of the project, changes in the budget of 10 percent in any object class category). Fill in only the request items affected and attach an explanation of the changes.

9. In general- Maintenance of Effort Information:

	A. ACTUAL FY 2005	B. BUDGETED FY 2007
(1) Total Special Education Expenditures (all sources):	\$	\$
(2) Total Special Education FEDERAL revenue:	\$	\$
(3) Maintenance of Effort: (Line 1 minus Line 2)	\$	\$

\*Actual FY05 numbers can be found on attachment A.

An LEA must ensure that the amount of local funds it budgets for the education of children with disabilities in that year (FY2007) is at least the same as the amount it spent for that purpose in the most recent fiscal year for which information is available (FY 2005).

**IF Line B (3) is less than Line A (3), please complete the following:**

**A LEA may reduce the level of expenditures by the LEA under Part B of the Act below the level of those expenditures for the preceding fiscal year if the reduction is attributable to the following. Please check the one(s) that apply to your school district.**

- \_\_\_\_\_ a. The voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.
- \_\_\_\_\_ b. A decrease in the enrollment of children with disabilities.
- \_\_\_\_\_ c. The termination of the obligation of the agency, consistent with this part, to provide a program of special education to a particular child with a disability that is an exceptionally costly program, as determined by the SEA, because the child-- (1) has left the jurisdiction of the agency; (2) has reached the age at which the obligation of the agency to provide FAPE to the child has terminated; or (3) no longer needs the program of special education.
- \_\_\_\_\_ d. The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities.

10. Notwithstanding the Maintenance of Effort requirement above, if the LEA shows an increase in Federal Part B funds in FY2007 the LEA may reduce its level of expenditures from local funds by not more than 50% of the excess if the funds are used to carry out activities authorized under Elementary and Secondary Education Act (ESEA) of 1965.

***Please Note: An LEA that chooses to adjust their local fiscal effort due to their increase in Federal Part B funds or provide early intervening services may not apply for the State's Extraordinary Cost Fund.***

***An LEA that is unable to establish and maintain programs of FAPE will be prohibited from reducing their level of local expenditures.***

Does the LEA choose to use to use a portion of their increase to reduce their local funding effort?

No \_\_\_\_\_ If No go to 11

Yes\_\_\_\_\_ If Yes complete table below.

**Adjustment to Local Fiscal Effort**

- (1) Total Special Education Part B funds – FY 2007 \$\_\_\_\_\_
- (2) Total Special Education Part B funds – FY 2006 \$\_\_\_\_\_
- (3) Amount of Excess (Line 1 minus Line 2) \$\_\_\_\_\_

\*Total Special Education Part B funds for FY07 & FY06 can be found on attachment B.

If Line 3 shows an increase in Federal Part B funds available for special education in FY 2007, a district/cooperative may reduce the level of expenditures for the education of children with disabilities made by a district/cooperative

from local funds below the level of FY 2006 special education expenditures by not more than 50% of the excess from Line 3.

(4) Up to 50% of excess (Line 3) \$\_\_\_\_\_

\*50% of excess can be found on attachment B.

If a district/cooperative also elects to use “early intervening services,” the amount of funds expended will count toward the maximum amount of expenditures a district/cooperative may reduce from local funds identified on Line 4.

## 11. Early Intervening Services

A district/cooperative may choose to use not more than 15% of the amount received under Part B for FY 2007, less any amount, if any, reduced under Line 4 above, in combination with other amounts (which may include amounts other than education funds), to develop and implement coordinated, early intervening services, which may include interagency financing structures, for students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade 3) who have **not** been identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment.

Does the LEA choose to use a portion of their allocation (Up to 15%) for Early Intervening Services?

No \_\_\_\_\_ If No go to 12

Yes \_\_\_\_\_ If Yes continue below

In implementing coordinated, early intervening services, a district/cooperative may carry out activities that include:

(A) professional development (which may be provided by entities other than districts) for teachers and other school staff to enable such personnel to deliver scientifically based academic instruction and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and

(B) providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.

Each district/cooperative that develops and maintains coordinated, early intervening services under this option shall annually report to the Office of Educational Services and Support on:

(A) the number of students served under this option; and

(B) the number of students served under this option who subsequently receive special education and related services during the preceding 2-year period.

Funds made available to carry out this option may be used to carry out coordinated, early intervening services aligned with activities funded by, and carried out under, the ESEA of 1965 if such funds are used to supplement, and not supplant, funds made available under the ESEA of 1965 for the activities and services assisted under this option

(1) Total Special Education Part B Funds - FY 2007 \$\_\_\_\_\_

(2) Up to 15% of Total Special Education Part B Funds – FY 2007 \$\_\_\_\_\_

(3) Less any amount, if any, of up to 50% of excess (Line 4 from above) \$\_\_\_\_\_

(4) Total Amount Available for Early Intervening Services – FY 2007 (Line 2 minus Line 3) \$\_\_\_\_\_

Note: Complete Early Intervening Services (EIS) budget sheet on page 20.

**12. Certification Statement:**

The requester certifies that, to the best of their knowledge, the information provided in this request is accurate, and that the district or cooperative will comply with the provisions of Article 24:05 of the Administrative Rules of South Dakota and Individuals with Disabilities Education Act, as amended in 2004, which includes the general assurance statements provided for in this request.

Signature of authorized district/agency representative and date of signature.

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Signature of Superintendent/CEO

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Date

## CONSOLIDATED REQUEST

**Instructions: Complete this page only if this is a consolidated request. Each participating district superintendent/CEO is to sign and date this page.**

[illegible]

## SECTION TWO-ASSURANCE STATEMENTS

By signing these assurances, the authorized representative certifies that the information in the request is accurate and assures the Secretary of Education that the school district or cooperative is in compliance with all federal and state regulations, including the following:

1. For the purpose of implementing provisions of the **Individuals With Disabilities Education Act Amendments of 2004**, which amend the Individuals With Disabilities Act (the Act), the district/agency assures that throughout the period of the project, it will comply with all of the requirements of Part A (General Provisions) and Part B (Assistance for Education of all Children with Disabilities) of the IDEA, as amended by the IDEA Amendments of 2004, including (1) All of the policies and procedures that were approved as part of the district/agency's most recent comprehensive plan for special education that are not inconsistent with the IDEA as amended by the IDEA Amendments of 2004, (2) All of the eligibility requirements of Section 612 (state eligibility) and Section 613 (LEA eligibility) as amended in 2004; and (3) comply with 34 CFR Part 300, published March 12, 1999, that are consistent with the IDEA as amended in 2004.
2. **Fair Labor Standards Act** states that all professional performers and related or supporting personnel employed on projects or productions which are financed in whole or in part under the grant shall receive not less than the minimum compensation as determined by the Secretary of Labor.

No part of any project or production which is financed in whole or in part under the grant will be performed or engaged in under working conditions which are unsanitary or hazardous or dangerous to the health and safety of the employees engaged in such project or production.

3. **Title VI of the Civil Rights Act of 1964**, as amended, provides that no person in the United States shall, *on the grounds of race, color or national origin*, be excluded from participation in, be denied benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance.
4. **Section 504 of the Rehabilitation Act of 1973** provides that no otherwise qualified disabled individual in the United States, as defined in section 7(6)\*, shall, *solely by reason of his/her disability*, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance. Failure to comply with Section 504 can result in loss of federal funds.
5. **Americans with Disabilities Act (ADA) of 1990** prohibits discrimination on the basis of disability in employment (Title II) and places of public accommodation and commercial facilities (Title III).
6. **Age Discrimination Act of 1975** provides that no person in the United States shall, *on the basis of age*, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance.
7. **Title IX of the Education Amendments of 1972** provides that no person in the United States shall, *on the basis of sex*, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance.
8. **Drug Free Workplace Act of 1988** requires that local educational agencies adopt a Drug Free Workplace Policy which is in compliance with the Drug Free Workplace Act and that grantees with more than ten employees identify a coordinator to implement the provisions of this act.

\* For the purpose of Section 504, the term "disabled individual" means any person who (a) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (b) has a record of such impairment, or (c) is regarded as having such an impairment.

9. **Pro-Children Act of 1994** requires that smoking not be permitted in any indoor facility used routinely or regularly for the provision of "children's services" to persons under age 18, if the services are funded by

specified federal programs either directly or through state or local governments. Local educational agencies must adopt the provisions of this act.

10. **Gun Free Schools Act** requires that local educational agencies adopt a Gun Free Policy, which is in compliance with SDCL 13-32-4.
11. As required by **Section 1352, Title 31 of the US Code**, grantees must adhere to the prohibition against **lobbying** within a federally supported grant project which states that no federal appropriated funds have been paid or will be paid by or on behalf of the grantee, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
12. As required by **Executive Order 12549, Debarment and Suspension**, the Grantee certifies that it and its principals:
  - (1) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;
  - (2) Have not within a three-year period preceding the awarding of this grant been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsifications or destruction of records, making false statements, or receiving stolen property;
  - (3) Are not presently indicted for or otherwise criminally or civilly charged by a governmental agency (federal, state, or local) with commission of any of the offenses enumerated in paragraph (11)(2) of this document;
  - (4) Have not within a three-year period preceding this grant award had one or more public transactions (federal, state, or local) terminated for cause or default.
13. **General Education Provisions Act (GEPA) Section 427** – In compliance with Section 427 of the General Education Provisions Act, as amended by Public Law 103-382, all applicants for grant awards made by the Department of Education are required to describe in their applications the steps they propose to take to ensure equitable access to, and equitable participation in, the proposed grant activities conducted with federal funds.

A school district or other local entity that develops and implements required policies and procedures under the Individuals with Disabilities Education Act meets the equitable access to and participation in proposed grant activities conducted with federal funds.
14. **Federal Debt Status-** The applicant certifies to be best of his or her knowledge and belief that he or she is not delinquent in the repayment of any Federal debt.
15. **Use of Funds** – The LEA must have on file with the SEA information to demonstrate that amounts provided to the LEA under Part B of the Act- (a) will be expended in accordance with the applicable provisions of this part;(b) will be used only to pay the excess costs of providing special education and related services to children with disabilities, consistent with §§300.184 and 300.185 and (c) will be used to supplement State, local and other Federal funds and not to supplant those funds.
16. The applicant assures that fund accounting, auditing, and monitoring and such evaluation procedures as may be necessary to keep such records as the South Dakota Department Of Education shall prescribe will be provided to assure fiscal control, proper management, and efficient disbursement of funds received through the South Dakota Department Of Education.
17. A clear audit trail must be maintained for each source of funding. Receipts, expenditures and disbursements must be separately accounted for from each source of funds.
18. If your non-profit organization receives more **\$500,000 or more in federal financial assistance**, the State of South Dakota requires that an annual audit be conducted in accordance with OMB Circular A-133. Audits shall



be completed and filed with the Department of Legislative Audit within the earlier of 30 days after the receipt of the auditor's report(s), or nine months after end of the audit period.\*

\*Audits must be conducted by an auditor that is approved by the Auditor General of the State of South Dakota. Auditor approval must be obtained annual and can be requested by forwarding a copy of the audit engagement letter to the Department of Legislative Audit. The Department of Legislative Audit will notify each auditor of approval or disapproval. For information concerning audits contact: Department of Legislative Audit, A-133 Coordinator, 427 S. Chapelle, c/o 500 E. Capitol, Pierre, SD 57501.

The applicant agrees to hold harmless and indemnify the state of South Dakota, its officers, agents and employees, from and against any and all actions, suits, damages, liability or other proceeding which may arise as the result of performing services hereunder. This section does not require the applicant to be responsible for or defend against claims or damages arising solely from acts or omissions of the State, its officers or employees.

**CERTIFICATION** – I certify that I have read and reviewed the above assurance will comply with all provisions of applicable federal and state laws.

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Signature of Authorized Official

Date

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Typed Name and Title

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Address/State/Zip

Telephone Number

### **SECTION THREE- CHILDREN ENROLLED IN PRIVATE SCHOOLS BY THEIR PARENTS**

**Participation of Eligible Private School Children Voluntarily Enrolled in Private Schools (ARSD 24:05:21:01(9) and 24:05:32, IDEA-B, as amended in 2004.**

**a. Are there private elementary or secondary schools located in the districts legal jurisdiction?**

YES \_\_\_\_\_

NO \_\_\_\_\_ (if no, district does not complete the rest of this section)

**If yes, provide the numbers of parental-placed students for the following:**

1. The number of parentally-placed private school children evaluated. \_\_\_\_\_
2. The number of parentally-placed private school children determined to be children with disabilities under Part B of the Act. \_\_\_\_\_
3. Number of children provided equitable services. \_\_\_\_\_

**b. Describe the extent to which the district consulted with representatives of private schools and representatives of parents of parentally-placed private school children with disabilities regarding:**

- b.1. The child find process and how parentally-placed private school children suspected of having a disability can participate equitably, including how parents, teachers, and private school officials will be informed of the process;
- b.2. The determination of the proportionate amount of Federal funds available to serve parentally-placed private school children with disabilities including the determination of how the amount was calculated;
- b.3. The consultation process among the LEA, private school officials and representatives of parents of parentally-placed private school children with disabilities, including how the process will operate throughout the school year to ensure that parentally-placed private school children with disabilities identified through the child find process can meaningfully participate in special education and related services;
- b.4. How, where, and by whom special education and related services will be provided for parentally-placed private school children with disabilities, including a discussion of types of services, including direct services and alternate service delivery mechanisms; how such services will be apportioned if funds are insufficient to serve all children; and how and when those decisions will be made; and
- b.5. How, if the LEA disagrees with the views of the private school officials on the provision of services or the types of services, the LEA will provide to the private school officials a written explanation of the reasons why the LEA chose not to provide services directly or through a contract.

LEAs are expected to comply with these consultation requirements beginning July 1, 2005.

**NOTE:** Each school district shall give appropriate representatives of private school children with disabilities a genuine opportunity to express their views regarding each matter that is subject to the consultation requirement. The consultation shall occur before the school district makes any decision that affects the opportunities of eligible private school children to participate in services. The school district shall make the final decisions with respect to the services to be provided to eligible private school children. **When timely and meaningful consultation has occurred, the district must obtain a written affirmation signed by the representatives of participating private schools. If the representatives do not provide the affirmation within a reasonable period of time, the district must forward the documentation of the consultation process to the Office of Educational Services and Support.**

Additional assurances if LEA serves students with disabilities enrolled by their parents in private schools.

The district assures:

1. It will not use IDEA-B funds or Section 619 Preschool funds for classes that are organized separately on the basis of school enrollment or religion of the students if (a) the classes are at the same site; and (b) the classes include student enrolled in private schools.
2. It will not use IDEA-B funds or Section 619 Preschool funds to finance the existing level of instruction in a private school or to otherwise benefit the private school; the district will use program funds to meet the specific needs of students enrolled in private schools rather than (a) the needs of the private school, or (b) the general needs of the students enrolled in a private school.
3. It may use IDEA-B funds or Section 619 Preschool funds to make public personnel available in other than public facilities to (a) the extent necessary to provide services designed for students enrolled in private school, and (b) if those services are not normally provided by the private school.
4. It may use IDEA-B funds or Section 619 Preschool funds to pay for the services of an employee of a private school if (a) the employee performs the services outside of his/her regular hours of duty, and (b) the employee performs the services under public supervision and control.
5. It will keep title to and exercise continuing administrative control of all property, equipment and supplies that it acquires with IDEA-B funds, or Section 619 Preschool funds for the benefit of eligible private school children.

It may place equipment and supplies in a private school for the period of time needed for the program.

It will insure that equipment or supplies placed in a private school (a) are only used for the purpose of the program, and (b) can be removed from the private school without remodeling private school facilities.

It will remove equipment or supplies from a private school if (a) the equipment and supplies are no longer needed for the purposes of the program, or (b) removal is necessary to avoid unauthorized use of the equipment or supplies for other than program purposes.

6. It will not use IDEA-B funds for repairs, minor remodeling, or the construction of private school facilities.

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District Superintendent/CEO Signature

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Date

**NOTE:** The child count must be used to determine the amount that the school district must spend on providing special education and related services to provide school children with disabilities in the next subsequent fiscal year.

**Must provide Dec 1, 2005 child count numbers of public and parentally placed private school students.**

### Proportionate Share Calculation for Parentally-Placed Private School Children with Disabilities

	<b>Example:</b>	<b>Your District</b>
A. # of eligible students, ages 3 - 21, enrolled in <b>public</b> schools	=300	= _____
B. # of eligible students, ages 3 - 21, enrolled in <b>private</b> schools	=20	= _____
C. <b>Total # of eligible children</b>	<b>=320</b>	= _____
D. <b>Total Part B flow allocation</b>	<b>=\$152,500</b>	= _____

**FORMULA FOR CALCULATION PROPORTIONATE SHARE:**

$$\boxed{\begin{array}{l} X = \text{Total} \\ \text{Proportionate} \\ \text{Share for} \\ \text{Private School} \\ \text{Children} \end{array}} = \frac{\boxed{\begin{array}{l} \times \\ \text{D. Total flow-} \\ \text{through} \\ \text{allocation} \end{array}}}{\frac{\boxed{\begin{array}{l} \text{B. Eligible private} \\ \text{school children} \\ \text{in your district} \end{array}}}{\boxed{\begin{array}{l} \text{C. Total eligible} \\ \text{public \& private} \\ \text{school children} \end{array}}}}$$

Note: Proportionate share for parentally-placed private school children is based on total children eligible, not children served.

**EXAMPLE SCHOOL DISTRICT OBLIGATION:**

$$\frac{X}{\text{D. } \$152,500} = \frac{\text{B. } 20}{\text{C. } 320} \quad \frac{(\text{B} \times \text{D}) = \$3,050,000}{(\text{C} \times \text{X}) = 320 \text{ X}} \quad \$3,050,000 / 320 = \text{X} \quad \text{X} = \$9,531.25$$

**Amount of Part B funds that must be spent on private school children with disabilities aged 3-21**  
\$ 9,531.25.

**YOUR SCHOOL DISTRICT OBLIGATION:**

$$\frac{X}{\text{D.}} = \frac{\text{B.}}{\text{C.}} \quad \frac{(\text{B} \times \text{D}) = \$}{(\text{C} \times \text{X}) =} \quad \$ \text{ } / \text{ } \text{X} \quad \text{X} = \$ \text{ }$$

**Amount of Part B funds that must be spent on private school children with disabilities aged 3-21**  
\$ \_\_\_\_\_.

## SECTION FOUR, PART I – IDEA PART B BUDGET INFORMATION

**SPECIAL EDUCATION FUNDS STATEMENT OF EXPENDITURES BY FUNCTION CODE AND OBJECT CODE**  
 (Complete the statement of expenditure forms by function code and object code, for flow through funds under IDEA – Part B only, for the school year in which these funds are to be expended.)

Fiscal Year 2007 \_\_\_\_\_ District \_\_\_\_\_ Cooperative \_\_\_\_\_ Consolidated \_\_\_\_\_

Function Code	Description	Salaries (100)	Benefits (200)	Purchased Services (300)	Supplies & Materials (400)	Capital Acquisitions (500)	Other (600)	TOTAL
<b>1220 SPECIAL PROGRAMS</b>								
1221	Programs for Mild to Moderate Disabilities							
1222	Programs for Severe Disabilities							
1223	Day Programs							
1224	Residential Programs							
1225	Homebound Programs							
1226	Early Childhood (ages 3-5)							
	TOTAL INSTRUCTION							
<b>2000 SUPPORT SERVICES</b>								
2110	Attendance & Social Work Services							
2120	Guidance Services							
2130	Health Services							
2140	Psychological Services							
2150	Speech Pathology Services							
2160	Audiological Services							
2170	Student Therapy Services							
2180	Orientation & Mobility Services							
2210	Improvement of Instruction							
2730	Special Education Transportation							
	TOTAL SUPPORT SERVICES							
	<b>TOTAL EXPENDITURES</b>							

## Use of Part B Funds

Column 1. Function Code and Objective Code: Enter the function code and object code from the statement of expenditures form for each proposed expenditure of funds. (Examples: Function code: 1221, 1222, 1223...., and Object code: 100, 200, 300...)

Column 2. Need(s) Statement/Objectives: For each function/object code category, briefly describe the primary need for each function/object expenditure. List objectives for each.

Column 3. Activities to be Completed: Describe the expected impact of the flowthrough funds on the provision of services to children with disabilities for each function/object expenditure. Each activity is to explain specifically what the funds will be spent for in each category.

Column 4. Evaluation of Effectiveness: Describe how each function/object category will be evaluated to determine if the funds expended had an impact on the provision of services to children with disabilities.

## BUDGET INFORMATION

### PROPOSED USE OF IDEA-B FLOWTHROUGH FUNDS

Function Code and Object Code (Ex. 1221 – 100, 200)	Need(s) Statement/Objective(s)	Activities to be Completed	Evaluation of Effectiveness

## SECTION FIVE - REQUEST FOR PRESCHOOL FLOW-THROUGH FUNDS UNDER SECTION 619 OF THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

SCHOOL DISTRICT; COOPERATIVE; or CONTRACTING DISTRICT

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\*(Other LEAs)

### CERTIFICATION

I hereby certify that I am willing to commit the funds, for which my school district is eligible, to provide special education or special education and related services to preschoolers ages 3 through 5 with disabilities, as proposed in this application. I further verify these funds will supplement and not supplant State or local funds already used to support these children.

SIGNATURE	TITLE	DATE

\* If Cooperative or Contracting District, please list LEAs that are a part of this application.

**NOTE: If your award letter indicated that you do not receive Section 619 Flowthrough Funds, please DO NOT complete pages 16-19**



## Proportionate Share Calculation for Parentally-Placed Private School Children with Disabilities Preschool Grants Program (ages 3-5)

**FORMULA FOR CALCULATION PROPORTIONATE SHARE:**

Note: Proportionate share for parentally-placed private school children is based on total children eligible, not children served.

**Amount of Preschool (619) funds that must be spent on private school children with disabilities aged 3-5 \$** .

## SECTION SEVEN – 619 (PRESCHOOL) BUDGET INFORMATION

### SPECIAL EDUCATION FUNDS STATEMENT OF EXPENDITURES BY FUNCTION CODE AND OBJECT CODE

(Complete the statement of expenditure forms by function code and object code, for flow through funds under Section 619 only, for the school year in which these funds are to be expended.)

Fiscal Year 2007 \_\_\_\_\_ District \_\_\_\_\_ Cooperative \_\_\_\_\_ Consolidated

Function Code	Description	Salaries (100)	Benefits (200)	Purchased Services (300)	Supplies & Materials (400)	Capital Acquisitions (500)	Other (600)	TOTAL
<b>1220 SPECIAL PROGRAMS</b>								
1221	Programs for Mild to Moderate Disabilities							
1222	Programs for Severe Disabilities							
1223	Day Programs							
1224	Residential Programs							
1225	Homebound Programs							
1226	Early Childhood (ages 3-5)							
	TOTAL INSTRUCTION							
<b>2000 SUPPORT SERVICES</b>								
2110	Attendance & Social Work Services							
2120	Guidance Services							
2130	Health Services							
2140	Psychological Services							
2150	Speech Pathology Services							
2160	Audiological Services							
2170	Student Therapy Services							
2180	Orientation & Mobility Services							
2210	Improvement of Instruction							
2730	Special Education Transportation							
	TOTAL SUPPORT SERVICES							
	<b>TOTAL EXPENDITURES</b>							

**PART 1 – BUDGET INFORMATION**  
**PROPOSED USE OF SECTION 619 FLOW-THROUGH FUNDS**

<b>Function Code and Object Code (Ex. 1221 – 100, 200)</b>	<b>Need(s) Statement/Objective(s)</b>	<b>Activities to be Completed</b>	<b>Evaluation of Effectiveness</b>

## EARLY INTERVENING SERVICES BUDGET:

Complete Early Intervening Services section only if applicable. Amount cannot exceed 15% of total allocation.

**EARLY INTERVENING SERVICES:** Expenditures for early intervening services for non-IEP students should be coded to the General Fund (function level that is appropriate for the type of services that are being provided). Code the total amount of the revenue to Special Education (4175) and then do a revenue correction, NOT A TRASFER, to the General Fund for that amount needed for early intervening services.

Function Line	Early Intervening Services	Salaries (100)	Employee Benefits (200)	Purchased Services (300)	Supplies & Materials (400)	Capital Acquisitions (500)	Other (600)	TOTALS
1000	Instructional Activities							
2210	Improvement of Instruction							
2620	Evaluation Services							
2660	Data Reporting							
	Column Totals-Early Intervening Services							